



## ESOL Endorsement Undergraduate Program

Western Oregon University's ESOL Education program prepares teachers to ensure that English Language Learners (ELLs) succeed in all aspects of their schooling: academics, linguistic development, acculturation, socialization, and physical and emotional health. The program leads to an add-on endorsement to an Oregon teaching license. Students may complete the ESOL program by itself or in conjunction with an undergraduate or graduate degree program.

### Admission to the program

- Applicants must have been admitted to WOU
- Admissions information can be obtained by contacting the WOU Admissions Office at 503-838-8211
- All students must meet in person with their ESOL advisor to complete and sign a program contract

### Program Advisors (By Surname):

Students A F	Students G-K	Students L-P	Students Q-T	Students U-Z
Dr. Joshua Schulze (503) 838.8636 RWEC 126 <a href="mailto:schulzejm@wou.edu">schulzejm@wou.edu</a>	Dr. Carmen Cáceda (503) 838.8409 RWEC 230 <a href="mailto:cacedac@wou.edu">cacedac@wou.edu</a>	Dr. Jessica Dougherty (503) 838.8929 RWEC 221 <a href="mailto:doughertyj@wou.edu">doughertyj@wou.edu</a>	Dr. Maria Dantas-Whitney (503) 838.8636 RWEC 222 <a href="mailto:dantasm@wou.edu">dantasm@wou.edu</a>	Dr. Kristen Pratt (503) 838.9221 RWEC 133 <a href="mailto:prattk@wou.edu">prattk@wou.edu</a>

### Requirements for the ESOL Endorsement

- Successful completion of six courses (ED 481D, ED 482D, ED 483D, ED 484D, ED 491D, ED 492D), earning a B- or above in each course, is required in order to be recommended for endorsement—course descriptions are below
- A passing score on the ESOL ORELA-NES exam(<http://www.orela.nesinc.com>)
- Successful completion of the ESOL Practicum (ED 409D), also earning a B- or above. The Practicum will be conducted in a classroom where at least 20% of the students are identified as English Language Learners. Applications for ESOL practicum must be submitted 10 weeks prior to practicum.

## Coursework

Course descriptions are below. Please note the following requirements:

- Passing ED 481D with a B- or above is a *prerequisite* for enrollment in subsequent ESOL courses.
- It is required to take *at least* 1 ESOL course during enrollment in the Education Program (typically, ED 492D).
- *At least* 15 credits of coursework towards the ESOL endorsement must be completed with a B- or above before registering for the ED 409D practicum.
- Students are expected to have passed the ESOL ORELA-NES before the practicum. (<http://www.orela.nesinc.com>)

***In 2018-2019, ESOL courses will be offered in the following terms:***

<b>Course</b>	<b>Term</b>
<i>ED 481D Introduction to ESOL and Bilingual Education (3)</i>	<i>Fall (BTS and Regular), Winter, Spring, Summer</i>
<i>ED 482D Foundations of ESOL/Bilingual Education (3)</i>	<i>Fall, Winter, Spring, Summer</i>
<i>ED 483D Culture, Community and the ESOL/Bilingual Classroom (3)</i>	<i>Fall, Winter, Spring, Summer</i>
<i>ED 484D First and Second Language Acquisition and Educational Linguistics (3)</i>	<i>Fall, Winter (BTS) Spring, Summer (Online)</i>
<i>ED 491D Curriculum Models, Instructional Approaches and Assessment Strategies for English Language Learners (3)</i>	<i>Fall, Winter, Spring (BTS)</i>
<i>ED 492D Classroom Strategies for English Language Development in ESOL and Bilingual Settings (3)</i>	<i>Fall, Winter, Spring</i>
<i>ED 409D ESOL Practicum (3)</i>	<i>Fall, Winter, Spring, Summer</i>

**\*\* Note:** ED 491D should be completed the term prior to starting the ED program

**\*\* Note:** Ed 492 should be completed during Term I of the ED program.

*\*\* Note: Courses indicated as BTS are designed for Bilingual Teacher Scholars. Spanish proficiency and instructor approval required as well as an add/drop form.*



## ESOL Program at Western Oregon University: Undergraduate Program Description

The following courses are the core curriculum of 21 hours. Each course must be passed with a B- or higher to be applicable towards the ESOL endorsement.

### **ED 481D Introduction to ESOL and Bilingual Education (3 cr.)**

This course provides an introduction to the field of ESOL and bilingual education. In addition to offering an overview of the principles of second language acquisition, this course explores classroom practices that allow English language learners at different proficiency levels to access grade-level content while developing skills in academic and social language.

Note: Successful completion of ED 481D with a B- or better is a prerequisite for all other courses.

### **ED 482D Foundations of ESOL/Bilingual Education (3 cr.)**

This course surveys the historical development of ESOL/bilingual education. It provides insights into government policy and legal aspects of ESOL/bilingual education as well as research, theory and classroom implications. Emphasis is placed on the philosophy of ESOL/bilingual education in a sociopolitical and cross-cultural context.

### **ED 483D Culture, Community and the ESOL/Bilingual Classroom (3 cr.)**

This course explores the concept of culture and its manifestation in society, the community and the classroom. It examines the research literature and it provides a theoretical foundation for understanding how cultural groups and students' identities affect the educational process and the classroom climate. Strategies to maximize learning using cultural and community resources, as well as to build partnerships with families, are addressed.

### **ED 484D First and Second Language Acquisition and Educational Linguistics (3 cr.)**

This course explores current theory and research in first and second language acquisition and issues in linguistics applied to ESOL/bilingual education. Topics in language acquisition include historical and current theories, developmental stages, as well as the factors that influence learning an additional language. Topics in educational linguistics include concepts in phonology, morphology, syntax, semantics and pragmatics, with a focus on classroom applications.

### **ED 491D Curriculum Models, Instructional Approaches and Assessment Strategies for English Language Learners (3 cr.)**

This course examines current curriculum models, materials, teaching approaches and assessment techniques that maximize the academic achievement of English language learners. It emphasizes strategies related to planning, implementing, and managing instruction that enable students in different proficiency levels to access the core curriculum and develop language skills.

### **ED 492D Classroom Strategies for English Language Development in ESOL and Bilingual Settings (3 cr.)**

Theory, methods and strategies for teaching English Language Development (ELD) in ESOL and bilingual settings. Emphasizes techniques for teaching the four language skills, language functions, meaningful grammatical forms, and vocabulary through content-based lessons.

Note: ED 491D and ED 492D are not open to Pre-Ed majors.

### **ED 409D ESOL/Bilingual Practicum (3 cr.)**

This course provides practical teaching experience in a field setting with English Language Learners (ELLs). Students receive instruction through observation and guidance from an on-site mentor teacher and a WOU faculty supervisor.

A prerequisite for ED 409D is completing at least 15 credits of coursework toward the ESOL endorsement earning a B- or higher in each course. Students must apply to the ESOL Coordinator one term preceding the practicum. Additionally, candidates are expected to have passed the ESOL ORELA-NES prior to the start of the practicum.



## Professional Knowledge, Skills and Dispositions

Read: Knowledge, Skills and Dispositions Form (aligned to InTASC Core Standards)

### **SIGN THIS PAGE AND RETURN IT WITH YOUR PROGRAM PLAN**

The teaching profession has historically valued and upheld high professional and ethical standards for teachers. The College of Education is committed to preparing candidates with high levels of professionalism. The Division of Teacher Education believes it is important for you to be aware of these standards of professionalism prior to program admission and to abide by those standards during your time in the program.

Faculty at WOU will use this form to assess your professionalism each term during field experiences and in classes, as warranted. The College reserves the right to advise your continuation or termination in the program based on assessment of your professionalism.

Please carefully review the attached list of “Knowledge, Skills and Dispositions Form (aligned to InTASC Core Standards)” This page will be signed as your verification of receiving, reading, retaining, and agreeing to abide by this list of expectations.

Should you have any questions regarding the form or the process, please contact the Interim Director of Licensure and Clinical Practice, Dr. Marie LeJeune 503 838-8450, [lejeunem@wou.edu](mailto:lejeunem@wou.edu)

\_\_\_\_\_  
PRINTED NAME / Signature

\_\_\_\_\_  
Date

**Your signature acknowledges that you have read and are retaining the attached 2-page “Knowledge, Skills and Dispositions Form (aligned to InTASC Core Standards).” It also acknowledges that you are aware that failure to meet the following standards can be cause for additional counseling and advising by program faculty, and can also be cause for your termination from the ESOL Endorsement Program.**

## Knowledge Skills and Dispositions Short Form (aligned to INTASC Core Standards)

Name: \_\_\_\_\_ Date: \_\_\_\_\_ ESOL and ESOL/Bilingual Endorsement Program

This form will be used to evaluate your professionalism during class and field experiences and your sensitivity toward the community. It will be used to document your professional progress and notify you should concern of inappropriate behavior be observed. Using the categories of “Not Applicable (N/A),” “Does Not Meet Standard (DNM),” “Developing Proficiency Toward Standard (DP),” “Proficient Relative To Standards (PR),” and “Exceeds Standards (E),” your instructors, university supervisor and your mentor teacher will evaluate your progress toward the ten standards identified below.

Not Applicable	Does Not Meet Standard	Developing Proficiency Toward Standard	Proficient Relative To Standards	Exceeds Standards
N/A	DNM	DP	PR	E
Certain behaviors (e.g., 6.2 & 10.2) may be N/A in the early stages of the program. N/A may be used at the discretion of the mentor teacher or university supervisor.	The candidate displays behaviors contrary to those expected.	The candidate occasionally but not consistently displays the desired behaviors.	The candidate consistently displays the desired behaviors.	The candidate displays behaviors above and beyond those expected.

Standard 9 Professional Learning and Ethical Practices	N/A	DNM	DP	PR	E
9.1 The candidate reflects upon performance and attitudes as a teacher and regularly reassesses his/her commitment to the profession.					
9.2 The candidate reflects on and offers ideas to address curricular, instructional, and classroom management matters.					
9.3 The candidate conveys a professional image in all aspects of life (e.g., dress, use of social media, emails, voicemails, texting, etc.)					
9.4 The candidate exhibits the energy drive and determination to make the classroom the best possible environment for teaching and learning.					
9.5 The candidate demonstrates self confidence and enthusiasm for teaching and learning through body language, voice tone, eye contact, and preparedness.					
9.6 The candidate is dependable, conscientious, punctual, and follows through with assignments in a timely manner, earning a B- or higher in all of their ESOL coursework.					
9.7 The candidate displays honesty, integrity, and maintains confidentiality. She/he elicits trust and respect from students, peers, colleagues, and university faculty.					
9.8 The candidate produces original work and credits sources when appropriate in all field and course assignments.					
9.9 The candidate adheres to class, school, district rules and policies.					
9.10 The candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.					
Comments:					

Standard 10 Leadership and Collaboration	N/A	DNM	DP	PR	E
10.1 The candidate interacts constructively with students, peers, colleagues, university faculty and families, and shows respect for the thoughts and feelings of others.					
10.2 The candidate contributes (e.g. communicates effectively, shares ideas and materials) as a member of an instructional team to achieve long term curriculum goals and support student learning.					
10.3 The candidate becomes a professional member of the learning community (e.g. attends faculty meetings, PLC, IEP's, inservice days, conferences, and supports mentor teacher in performing duties).					
10.4 The candidate embraces the challenge of continuous improvement, unforeseen circumstances and change.					
Comments:					

**Overall Comments:**

**Signature of the candidate who has read this form:**

*Signature acknowledges only that the candidate has had an opportunity to read the feedback; it does not imply concurrence with the information documented.*

\_\_\_\_\_  
Signature of Candidate

\_\_\_\_\_  
Signature of Mentor Teacher

\_\_\_\_\_  
Signature of University Supervisor/ Instructor

\_\_\_\_\_  
Date







**ESOL Endorsement Contract for Undergraduate/Post-Bacc Students**

V# \_\_\_\_\_

- Undergraduate student in Teacher Education Program
- Post-Bacc student in Teacher Education Program
- Post-Bacc student seeking endorsement only

Name: \_\_\_\_\_ Address: \_\_\_\_\_

Home phone (            ) \_\_\_\_\_ Email: \_\_\_\_\_

BA/BS granted/expected from (institution): \_\_\_\_\_ Date granted/expected: \_\_\_\_\_ Major: \_\_\_\_\_

Teaching license/endorsements held/expected:

CORE COURSES – ESOL Term || Grade *[Must be a B- or higher to mark Done]* || To Do || (cr)

ED 481D Introduction to ESOL and Bilingual Education \_\_\_\_\_ 3  
*Note: Successful completion of ED 481D with a B- or better is a prerequisite for all other courses*

ED 482D Foundations of ESOL/Bilingual Education \_\_\_\_\_ 3

ED 483D Culture, Community & the ESOL/Bilingual Classroom \_\_\_\_\_ 3

ED 484D First & Second Language Acquisition and Educational Linguistics \_\_\_\_\_ 3

ED 491D Curriculum Models, Instructional Approaches & Assessment Strategies for English Language Learners \_\_\_\_\_ 3

ED 492D Classroom Strategies for English Language Development in ESOL and Bilingual Settings \_\_\_\_\_ 3  
*Note: ED 491D should be completed the term prior to starting the Ed program and ED 492D in Term I of the program.*

Total credit hours 18

Notes:

- At least 15 credits of coursework with a B- or higher towards the ESOL endorsement must be completed before registering for the practicum.
- You are expected to have passed the ESOL ORELA-NES before the practicum. (<http://www.orela.nesinc.com>)

ED 409D ESOL Practicum [Expected term: \_\_\_\_\_] \_\_\_\_\_ 3

ESOL Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

COMPLETION DATE: \_\_\_\_\_